COURSE GUIDE
Domestic students
2022

Global Business College of Australia
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Welcome to the Global Business College of Australia (GBCA), a part of the Edvantage Group Holdings Limited.

We are a dynamic, cosmopolitan and nationally recognised training organisation located in the CBD of Melbourne, the world’s most liveable city.

GBCA is devoted to excellence in teaching, learning, and research. We provide life-changing experiences with our vocational courses, English courses, short programs, corporate training, career development programs and pathway courses. We take pride in helping students from Australia and around the world to achieve globally recognised qualifications.

We are dedicated to creating a positive learning environment by embracing diversity, encouraging innovation, fostering creativity, and facilitating inter-cultural communication.

At GBCA we pride ourselves on the quality of our programs and the knowledge, skills and expertise of our qualified trainers who focus on giving everyone the chance to be their best. Our year-round internship opportunities and integrated professional development programs provide hands-on experience for you and ensure that you will leave ready for employment.

We work hard to ensure that your study at GBCA and in Australia is a unique and memorable experience. Come and study with us to create positive change for a better world. I look forward to seeing you at GBCA.

Dr Celina Yu
GBCA Managing Director
Global Business College Australia (GBCA) is a nationally recognised training organisation, which is dedicated to creating a positive and successful learning environment for all students. We have an extensive network of industry partners that work with us to ensure our courses are relevant and meet current industry needs.

At GBCA we offer a range of learning pathways into Vocational and Higher Education in the following areas:

- Business Entrepreneurship
- Financial Services
- Information Technology
- Early Childhood Education & Care
- Interpreting and Translating English
- Aged and disability care

“We pride ourselves on providing a unique study experience, caring and supportive services and highly qualified trainers, who are dedicated to the success of all students.”

HOW TO APPLY GBCA

**APPLICATION**
Select your qualification and visit www.gbca.edu.au to complete the application form and attach the following documents:

- Certified copies of academic results and certificates
- Colour copy of your Medicare card (or foreign passport + visa), driving licence.
- Certified copy of your passport
- Work experience documents (if applicable)

Lodge your application via our online application portal: https://gbca.rtomanager.com.au/Publics/PublicsPages/StudentApply/pp_Application_Step0.aspx or email to: admission@gbca.edu.au

Our friendly admission staff will contact you to discuss your application and learning options, including a possible government funding place at GBCA.

You may be required to attempt a Learning Literacy and Numeracy (LLN) test and a digital skill test. We may use the test results to form a customised learning support program to assist you during your study with us.

**LETTER OF OFFER**
If your application is successful, the GBCA Admissions Team will send you a ‘Letter of Offer’.

**ACCEPTANCE**
You accept the offer by returning signed forms and making payment of your course. (If applicable)

**ORIENTATION DAY**
Meet our friendly GBCA Student Support Staff, receive information about study life at GBCA, course information, registration and Student ID cards.

**CLASSES BEGIN**
If you require any assistance with your course/study please contact one of our friendly Student Support Staff or email studentservices@gbca.edu.au.
Flexibility is a key element of the Australian vocational education and training (VET) system. There are multiple pathways through the Australian Qualifications Framework (AQF), and learning programs are tailored to the specific needs of each student.

The majority of students undertaking a VET program will follow more than one learning pathway. There are many ways to achieve success. Do it your way with GBCA.
Why GBCA?

Learning Experience

STUDENT SATISFACTION
✓ Courses and trainers
✓ Resources and support services
✓ Learning environment
✓ Support services
✓ Career opportunities

90%

GBCA provides a balanced learning platform for students to succeed in their studies, careers and social lives. We encourage students to become well-rounded people, who can engage effectively with other students, work colleagues and those in the wider community.

GBCA course designers keep in close contact with our industry partners to ensure that all courses remain relevant and current in meeting industry’s needs. With highly qualified and experienced trainers and regular course reviews, our student training is designed to assist students to meet the future needs of today’s employers.

GBCA offers flexible learning environments, where all support resources are on-hand, such as audio-visual equipment in all classrooms, kitchenettes, lounge areas, male and female restrooms with disabled access on each level.

Our library is dedicated to supporting all study needs and provides computer access with unlimited free WiFi throughout the college. Additionally, our library staff provide free academic skills workshops in: research methods, essay and report writing, referencing information sources and working effectively in a team.

At GBCA, our Careers Support Centre provides students with tailored work experience and internships with our many industry partners and various career-boosting opportunities throughout the year.

In addition, we understand that students who need to work will have a more positive study experience if they are happy with their jobs. To help students find suitable employment, we also provide free job skills workshops and on-going job application support.

GBCA is located in the heart of Melbourne’s CBD within the free tram zone and is only a 5-minute walk to either Flagstaff or Melbourne Central train station. With trams and buses on our doorstep, our location makes it easy for you to access and/or enjoy your lunch-break at the many great restaurants, cafes and food bars that are all within walking distance.
ABOUT COVID-19
As a consequence of courses being delivered remotely during the COVID-19 lockdown, this course guide may not reflect all adaptive learning and assessment activities methods that GBCA has been arranging for its students who are affected by the lockdown.

GBCA ORIENTATION
The orientation program is designed to help you settle into your new life in Melbourne. All new students are required to attend the orientation session on the commencement date, which is stated in your Letter of Offer. In this session you will meet new friends, meet the support staff, explore the facilities and services available on campus, as well as receive information about: transport, shopping, recreational activities, work rights, visa obligations, health cover (international students) and further assistance.

LEARNING ENVIRONMENT
• Class-sizes of up to 18 students
• Classrooms equipped with high resolution projectors
• Computer lab with printing facilities and free unlimited WiFi with lounge areas, kitchenettes and restrooms with disabled access.

OUR SUPPORT SERVICES
• Dedicated library staff and resources
• Free academic study skills workshops
• Student welfare support staff
• Careers support services

SKILLS FIRST PROGRAM - ELIGIBLE DOMESTIC STUDENTS ONLY
Skills First Program is provided through the Victorian and Commonwealth Government Funding Scheme for helping eligible domestic students to access vocational education and training skills relevant to the industry’s needs. To be eligible for a government-subsidy, please discuss the eligibility requirements with our team prior to your application (enquiry@gbca.edu.au or +61 3 9041 3050).
Melbourne is a vibrant cosmopolitan city in the state of Victoria, where 45% of the population were either born overseas or have parents from overseas. Residents speak more than 150 different languages throughout the city and you can meet people from different countries from around world. Melbourne is filled with exciting events and activities including:

**ARTS AND CULTURE**

Melbourne reflects its multi-layered culture by hosting numerous dynamic, international festivals and events. International arts and comedy festivals are hosted each year, featuring renowned artists and comedians from all over the world. Free special events are frequently held in Federation Square located in the heart of Melbourne to celebrate the multicultural nature of the city.

**ENTERTAINMENT**

Melbourne offers a wealth of entertainment including museums, galleries, exhibitions, zoos, beaches and cinemas. Venture outside the city to discover the diversity and beauty of regional Victoria, from the Yarra Valley wineries to coastal villages like the Mornington Peninsula and alpine towns, Mount Buller and Falls Creek.

**SPORT**

Melbourne is the 'sports capital' of Australia. Every year the city hosts a multitude of sporting events including:
- The Australian Open (tennis)
- Spring Racing Carnival (horse racing)
- Boxing Day Test Match (cricket)

Watching a live Australian Football League (AFL) match in winter is also a popular pastime for many Melburnians. Soccer has also become increasingly popular with the introduction of the AAMI Park Stadium in Melbourne, which held the AFC Asian Cup in 2015.

**SHOPPING**

As a bustling capital, Melbourne is a shopper’s delight offering something special for everyone including:
- Major department stores
- Outlet centres
- Fashion houses
- International Supermarkets

There is also an increasing number of international retail giants such as H&M, Zara and Topshop, which are all easily accessible in the CBD. Melbourne also has numerous outdoor markets, offering fresh food to shoppers daily. Queen Victoria Market, South Melbourne Market and Prahran Market are all popular for weekly shopping or to pick up specialty items. The Queen Victoria Market buzzes with energy when it comes alive at night during the winter season.

**CLIMATE**

Melbourne’s temperate climate is well-known to be changeable and is described as ‘four seasons in one day’. You will enjoy Melbourne all year with a good plan.

<table>
<thead>
<tr>
<th>SEASON</th>
<th>MONTH</th>
<th>TEMPERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Dec-Feb</td>
<td>14 - 25.3°C (57.2 - 77.5°F)</td>
</tr>
<tr>
<td>Autumn</td>
<td>Mar-May</td>
<td>10.9 - 20.3°C (51.6 - 68.5°F)</td>
</tr>
<tr>
<td>Winter</td>
<td>Jun-Aug</td>
<td>5.5 - 14.2°C (41.7 - 57.6°F)</td>
</tr>
<tr>
<td>Spring</td>
<td>Sep-Nov</td>
<td>9.6 - 19.6°C (49.3 - 67.3°F)</td>
</tr>
</tbody>
</table>
### VICTORIAN PUBLIC HOLIDAYS

<table>
<thead>
<tr>
<th>Public Holidays</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
<td>Sat 1 Jan</td>
<td>Sat 1 Jan</td>
</tr>
<tr>
<td>Australia Day</td>
<td>Wed 26 Jan</td>
<td>Thur 26 Jan</td>
</tr>
<tr>
<td>Labour Day</td>
<td>Mon 14 Mar</td>
<td>Mon 13 Mar</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Fri 15 Apr</td>
<td>Fri 7 Apr</td>
</tr>
<tr>
<td>Saturday before Easter Sunday</td>
<td>Sat 16 Apr</td>
<td>Sat 8 Apr</td>
</tr>
<tr>
<td>Easter Sunday</td>
<td>Sun 17 Apr</td>
<td>Sun 9 Apr</td>
</tr>
<tr>
<td>Easter Monday</td>
<td>Mon 18 Apr</td>
<td>Mon 10 Apr</td>
</tr>
<tr>
<td>ANZAC Day</td>
<td>Mon 25 Apr</td>
<td>Tue 25 Apr</td>
</tr>
<tr>
<td>Queen’s Birthday</td>
<td>Mon 13 Jun</td>
<td>Mon 12 Jun</td>
</tr>
<tr>
<td>Friday before the AFL Grand Final</td>
<td>Subject to AFL schedule</td>
<td>Subject to AFL schedule</td>
</tr>
<tr>
<td>Melbourne Cup</td>
<td>Tue 1 Nov</td>
<td>Tue 7 Nov</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>Sun 25 Dec</td>
<td>Mon 25 Dec</td>
</tr>
<tr>
<td>Boxing Day</td>
<td>Mon 26 Dec</td>
<td>Tue 26 Dec</td>
</tr>
</tbody>
</table>

### TRANSPORTATION

Throughout Melbourne, public transport is reliable and easy to use. You can travel around with trams, trains and buses with a one ticket system (Myki). For more information on ticketing, please visit www.ptv.vic.gov.au.

GBCA CBD campus is located in the heart of Melbourne city within 5 minutes walking distance to Melbourne Central and Flagstaff train stations as well as bus stops just on GBCA’s doorstep. (Tram Route 30 Stop 4)
FACILITIES AND RESOURCES

- Fully equipped classrooms
- Student lounges
- Kitchenettes
- Restrooms (disabled access)
- Library
- Computer Lab
- Unlimited Wi-Fi network
- Printing services

Student Support Officers will provide support to students and/or refer them to support services on all matters relating to their study in Australia. This includes but is not limited to:

- Conducting an orientation program for students
- Support services to assist students to transition into study and living in Australia
- Emergency and health services
- Legal services
- Counselling services
- Academic assistance/study support
- Welfare related support services
- Facilities and resources
- Locating and understanding GBCA policies and procedures including the complaints and appeals process
- Visa conditions including meeting course progress

NOTE: All support services provided by GBCA are free of charge to students. Students requiring special or welfare assistance will be referred to an appropriate external service provider. GBCA will not charge any referral fee. However, any cost associated with the external service will be at your own expense. The Student Support Officer will assist students, if necessary, when attempting to contact external services.

MENTOR SUPPORT

Fully qualified trainers are available for additional consultation. Students are encouraged to talk to their trainer when mentoring is required. Booking is required for additional consultation.

The student’s academic progress will be reviewed at the end of each study period. Students, who are ‘at-risk’ will be contacted by the Student Administration Officer immediately, to discuss possible solutions to catch up.

LEARNING SUPPORT

GBCA’s teaching staff are available to assist students with their studies and homework. This support may vary depending on identified needs. Students are encouraged to talk to their trainer when assistance is required to ensure satisfying academic performance. Students who require additional assistance can schedule appointments with their trainer. There will be support available to assist students in meeting their course requirements and maintaining attendance, such as Skills Workshops and Counselling Services.
CAREER PROGRAM
At GBCA, we provide a free comprehensive program that aims to prepare students for the Australian workplace, by enabling them to develop their Job Ready Skills and gain work experience through internships and employment.

Internship
GBCA has partnered with industries to give our students opportunities for volunteering internships.

Live Projects
Every year GBCA students are selected along with students from different institutions to participate in real-life projects focused on resolving current business issues and problems.

Volunteering
Our Careers Team recommend various government and not-for-profit organisations to volunteer your skills and abilities, which is a great way to gain valuable work experience.

Career Conversations
GBA assists our students on the latest job market trends. Our Careers Officer can also provide free career planning, job application guidance and advice.

Career Consultations
Ours Careers Officers provide free and confidential career planning, job application guidance and advice. Students in their final year are encouraged to take advantage of the free 30 minute face-to-face consultations.

CAREER SOFT SKILLS TRAINING
GBCA organises monthly Job Ready Workshops from setting career goals, understanding the application/recruitment stages to understanding the Australian work culture – the practical skills and knowledge gained are invaluable. The workshops cover such topics as:

How to Plan Your Career
- Self-evaluation SWOT analysis
- Determining job prospects
- Personal development plan (SMART)

Self-Marketing Methods
- Using online resources (Websites, LinkedIn, etc.)
- Creating video and infographic resumes
- Attending job fairs/networking

Finding Suitable Jobs
- Analysing job advertisements
- Understanding job requirements
- Contacting employers/recruiters

Writing Job Specific Applications
- Addressing the selection criteria
- Writing successful resumes
- Writing successful cover letters

Understanding Interview Strategies
- Responding to job specific questions
- Responding to behavioural type questions (STAR)
- Interpreting body language

Communicating Effectively at Work
- Adapting to the Australian work culture
- Understanding the Australian work language
- Communication strategies
COURSES
CHC30113
Certificate III in Early Childhood Education and Care

COURSE DESCRIPTION: This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Students completing this course will gain credit transfer of up to 13 units in the CHC50113 - Diploma of Early Childhood Education and Care offered by GBCA.

This course was superseded and is in the teach-out period. Students who do not complete this course by 31/12/2022 will be transferred to the superseding course CHC30121 - Certificate III in Early Childhood Education and Care. Credit transfer/Recognition of Prior Learning may be available for students transitioning into CHC30121.

COURSE DURATION: Normal students may take up to 52 weeks to complete the course. Fast learners may complete the course in a shorter duration.

SCHEDULE:
- Day class: 2 sessions per week
- Evening class: 3 sessions per week

DELIVERY MODE: Face-to-face / virtual classroom delivery via Zoom (during lock down)

CAMPUS LOCATION AND DELIVERY SITE:
- 337-339 La Trobe Street, Melbourne 3000 VIC, and/or
- 338 Queens street, Melbourne 3000 VIC
- 10-12 Prospect street, Box Hill 3128 VIC

ENTRY REQUIREMENTS:
There are no set requirements for this course. It is recommended that domestic students would meet one of below requirements:
- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course, or
- Satisfactory complete year 11

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

VOCATIONAL PLACEMENT REQUIREMENTS:
Before commencing vocational placement, all students must undertake Working with Children Check and complete the unit: HLTAID004 Provide an emergency first aid response in an education and care setting.

Students are required to complete at least 120 hours of work placement as part of course requirements.

GBCA has signed agreements with prospective employers to offer the work placement opportunities for its students. A list of these prospective employers will be provided to assist you in finding work placement. Work placements will be arranged by the GBCA Work Placement Coordinator in conjunction with the student and GBCA trainers.
Students are required to discuss with the GBCA work placement coordinator if they wish to make their own work placement arrangement.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

**COURSE STRUCTURE**

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIVO02</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health and safety of children</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
</tr>
<tr>
<td>HLTAD004</td>
<td>Provide an emergency first aid response in an education and care setting</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>CHCECE021</td>
<td>Implement strategies for the inclusion of all children</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>CHCECE012</td>
<td>Support children to connect with their world</td>
</tr>
</tbody>
</table>

**ASSESSMENT METHODS:**
A variety of assessment methods will be used throughout the course, including: short questions, case studies, simulations, project, third party observation during work placement, work place observation, portfolio.

**GOVERNMENT FUNDING:**
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
CHC50113

Diploma of Early Childhood Education and Care

COURSE DESCRIPTION: This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They may have responsibility for supervision of volunteers or other staff.


ADVANCED STANDING IN THE BACHELOR OF EARLY CHILDHOOD AND PRIMARY EDUCATION AT UNIVERSITY OF CANBERRA: Graduates from GBCA Diploma of Early Childhood Education and Care will be granted advanced standing for up to 24 credit points of the Bachelor of Early Childhood and Primary Education at University of Canberra.

This course was superseded and is in the teach-out period. Students who do not complete this course by 31/12/2022 will be transferred to the superseding course CHC50121 - Diploma of Early Childhood Education and Care. Credit transfer / Recognition of Prior Learning may be available for students transitioning into CHC50121.

COURSE DURATION: Domestic students may complete this course during a maximum period of 76 weeks, including term breaks and public holidays. Fastrack learners may complete the course in a shorter duration.

Students who complete a Certificate III in Early Childhood Education and Care will receive credit exemption of up to 13 units and may be able to complete this Diploma program in a shorter duration.

SCHEDULE:
- Day class: 2 sessions per week
- Evening class: 3 sessions per week

DELIVERY MODE: Face-to-face / virtual classroom delivery via Zoom (during lock down)

CAMPUS LOCATION AND DELIVERY SITE:
- 337-339 La Trobe Street, Melbourne 3000 VIC, and/or
- 338 Queens street, Melbourne 3000 VIC
- 10 - 12 Prospect street Box Hill 3128

ENTRY REQUIREMENTS:
There are no set requirements for this course. It is recommended that domestic students would meet one of below requirements:
- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course, or
- Satisfactory complete year 11.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

WORK PLACEMENT REQUIREMENTS
Before commencing work placement, all students must undertake Working with Children Check and complete the theory and practical components of the unit: HLTAID004 Provide an emergency first aid response in an education and care setting.
Students are required to complete at least 240 hours of work placement as part of course requirements.

GBCA has signed agreements with prospective employers to offer the work placement opportunities for its students. A list of these prospective employers will be provided to assist you in finding work placement. Work placements will be arranged by the GBCA Work Placement Coordinator in conjunction with the student and GBCA trainers.

Students are required to discuss with the GBCA work placement coordinator if they wish to make their own work placement arrangement.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

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<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
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<td>Provide care for children</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
</tr>
<tr>
<td>CHCECE016</td>
<td>Establish and maintain a safe and healthy environment for children</td>
</tr>
<tr>
<td>CHCECE017</td>
<td>Foster the holistic development and wellbeing of the child in early childhood</td>
</tr>
<tr>
<td>CHCECE018</td>
<td>Nurture creativity in children</td>
</tr>
<tr>
<td>CHCECE019</td>
<td>Facilitate compliance in an education and care service</td>
</tr>
<tr>
<td>CHCECE020</td>
<td>Establish and implement plans for developing cooperative behaviour</td>
</tr>
<tr>
<td>CHCECE021</td>
<td>Implement strategies for the inclusion of all children</td>
</tr>
<tr>
<td>CHCECE022</td>
<td>Promote children’s agency</td>
</tr>
<tr>
<td>CHCECE023</td>
<td>Analyse information to inform learning</td>
</tr>
<tr>
<td>CHCECE024</td>
<td>Design and implement the curriculum to foster children’s learning and development</td>
</tr>
<tr>
<td>CHCECE025</td>
<td>Embed sustainable practices in service operations</td>
</tr>
<tr>
<td>CHCECE026</td>
<td>Work in partnership with families to provide appropriate education and care for children</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
</tr>
<tr>
<td>HLTAID004</td>
<td>Provide an emergency first aid response in an education and care setting</td>
</tr>
<tr>
<td>HLTWHS003</td>
<td>Maintain work health and safety</td>
</tr>
<tr>
<td>CHCPPRo03</td>
<td>Reflect on and improve own professional practice</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBLED401</td>
<td>Develop teams and individuals</td>
</tr>
<tr>
<td>BSBINN502</td>
<td>Build and sustain an innovative work environment</td>
</tr>
<tr>
<td>CHCPOL002</td>
<td>Develop and implement policy</td>
</tr>
</tbody>
</table>

### ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: short questions, case studies, simulations, project, third party observation during work placement, work place observation, portfolio.

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
CHC33015

Certificate III in Individual Support

COURSE DESCRIPTION: This qualification reflects the role of workers in a range of community settings and clients’ homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the assessment requirements of the units of competency

COURSE DURATION: Course will be delivered over a maximum of 52 weeks including holidays

SCHEDULE: 2 sessions per week

DELIVERY MODE: Blended learning / virtual classroom via Zoom during COVID lockdown

CAMPUS LOCATION AND DELIVERY SITE: 337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

ENTRY REQUIREMENTS:
- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course

VOCATIONAL PLACEMENT REQUIREMENTS:
Before commencing vocational placement, all students must process a current Police Check and complete the simulation tasks for units:
- CHCCCS01 Meet personal support needs
- HLTWHS002 Follow safe work practices for direct client care
- HLTINF001 Comply with infection prevention and control policies and procedures

Students are required to complete at least 120 hours of work placement as part of course requirements. We understand the industry and will assist you in finding Work Placement. GBCA work placement coordinator, GBCA trainers and the student will work collaboratively in securing a work placement. Once you are marked satisfactory in the required units, you apply for work placement by completing an online placement application form. You can indicate your availability and preferred location. We endeavour to place you in an aged care facility and/or disability facility and/or community care setting of your choice, however we cannot guarantee this as it depends on the availability in the facilities of your preferred location.

Once you submit your form, all parties will work towards securing a place for you. Remember, Aged care facilities and/or Disability and/or community care facilities prefer students who are both flexible and reliable.

On average, it takes approximately 4 weeks to secure work placement.

The Fair Work Act 2009, under the definition of Vocational Placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the Internships, Vocational Placements & Unpaid Work Fact Sheet.
Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

### COURSE STRUCTURE

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
</tr>
<tr>
<td>CHCCCS023</td>
<td>Support independence and wellbeing</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
</tr>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
</tr>
<tr>
<td>CHCAGE001</td>
<td>Facilitate the empowerment of older people</td>
</tr>
<tr>
<td>CHCAGE005</td>
<td>Provide support to people living with dementia</td>
</tr>
<tr>
<td>CHCCCS011</td>
<td>Meet personal support needs</td>
</tr>
<tr>
<td>CHCDIS002</td>
<td>Follow established person-centred behaviour supports</td>
</tr>
<tr>
<td>CHCCCS006</td>
<td>Facilitate individual service planning and delivery</td>
</tr>
<tr>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
</tr>
</tbody>
</table>

### ASSESSMENT METHODS:

Written Questions, Cultural research, Role play, Culture Reflections, Case studies, Workplace Observation, Simulation task, Workplace Improvements, Work placement project, Project, workplace Journal and portfolio, Work placement Task, Supervisor report

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
COURSE DESCRIPTION: This qualification reflects the role of workers in a range of community settings and clients’ homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the assessment requirements of the units of competency.

COURSE DURATION: Course will be delivered over a maximum of 52 weeks including holidays.

SCHEDULE: 2 sessions per week.

DELIVERY MODE: Blended learning: face to face and real time online.

CAMPUS LOCATION AND DELIVERY SITE: 337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC.

ENTRY REQUIREMENTS:
• Satisfactory numeracy and literacy skills to undertake this course (ACSF level 3), or
• Mature age and have sufficient work experience to successfully undertake this course.

VOCATIONAL PLACEMENT REQUIREMENTS:

Students are required to complete at least 120 hours of work placement as part of course requirements. We understand the industry and will assist you in finding Work Placement. GBCA work placement coordinator, GBCA trainers and the student will work collaboratively in securing a work placement. Once you are marked satisfactory in the required units, you apply for work placement by completing an online placement application form. You can indicate your availability and preferred location. We endeavour to place you in an aged care facility and/or disability facility and/or community care setting of your choice, however we cannot guarantee this as it depends on the availability in the facilities of your preferred location.

Once you submit your form, all parties will work towards securing a place for you. Remember, Aged care facilities and/or Disability and/or community care facilities prefer students who are both flexible and reliable.

On average, it takes approximately 4 weeks to secure work placement.

The Fair Work Act 2009, under the definition of Vocational Placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the Internships, Vocational Placements & Unpaid Work Fact Sheet.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.
## COURSE STRUCTURE

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<thead>
<tr>
<th>UNIT CODE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
</tr>
<tr>
<td>CHCDIS002</td>
<td>Follow established person-centred behaviour supports</td>
</tr>
<tr>
<td>CHCDIS005</td>
<td>Develop and provide person-centred service responses</td>
</tr>
<tr>
<td>CHCDIS007</td>
<td>Facilitate the empowerment of people with disability</td>
</tr>
<tr>
<td>CHCDIS008</td>
<td>Facilitate community participation and social inclusion</td>
</tr>
<tr>
<td>CHCDIS009</td>
<td>Facilitate ongoing skills development using a person-centred approach</td>
</tr>
<tr>
<td>CHCDIS010</td>
<td>Provide person-centred services to people with disability with complex needs</td>
</tr>
<tr>
<td>CHDIV001</td>
<td>Work with diverse people</td>
</tr>
<tr>
<td>CHCLEG003</td>
<td>Manage legal and ethical compliance</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
</tr>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
</tr>
<tr>
<td>CHCCCS005</td>
<td>Conduct individual assessments</td>
</tr>
<tr>
<td>CHCAGE003</td>
<td>Coordinate services for older people</td>
</tr>
<tr>
<td>CHCCCS019</td>
<td>Recognise and respond to crisis situations</td>
</tr>
</tbody>
</table>

## ASSESSMENT METHODS:

Questions, Case studies, Presentation, Project, Portfolio, work placement project and work placement observation

## GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
CHC52015

Diploma of Community Services

**COURSE DESCRIPTION:** This qualification reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups, and communities.

At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management, program coordination or the development of new business opportunities.

To achieve this qualification, candidates must have completed at least 100 hours of work as detailed in the Assessment Requirements of the units of competency.

**COURSE DURATION:** Course will be delivered over a maximum of 52 weeks including holidays

**SCHEDULE:** 2 sessions per week

**DELIVERY MODE:** Blended learning: face to face and real time online

**CAMPUS LOCATION AND DELIVERY SITE:** 337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

**ENTRY REQUIREMENTS:**
- Successful completion of Year 11 or
- Mature aged students who can demonstrated basic level understanding of community work, or some level of vocational experience in a range of work environment in the community services industry.

Students who are unable to provide evidence to demonstrate meeting the above requirements may be interviewed or asked to undertake the language, literacy, and numeracy (LLN) skills to ascertain their existing skills.

The recommended LLN profile to enter this qualification is: ACSF level 4 for five skills: Oral, Reading, Writing, Learning and Numeracy

**VOCATIONAL PLACEMENT REQUIREMENTS:**
Students are required to complete at least 100 hours of work placement as part of course requirements. We understand the industry and will assist you in finding Work Placement. GBCA work placement coordinator, GBCA trainers and the student will work collaboratively in securing a work placement. Once you are marked satisfactory in the required units, you apply for work placement by completing an online placement application form. You can indicate your availability and preferred location. We endeavour to place you in an aged care facility and/or disability facility and/or community care setting of your choice, however we cannot guarantee this as it depends on the availability in the facilities of your preferred location.

Once you submit your form, all parties will work towards securing a place for you. Remember, Aged care facilities and/or Disability and/or community care facilities prefer students who are both flexible and reliable.
On average, it takes approximately 4 weeks to secure work placement.

The Fair Work Act 2009, under the definition of Vocational Placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the Internships, Vocational Placements & Unpaid Work Fact Sheet.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

### COURSE STRUCTURE

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS007</td>
<td>Develop and implement service programs</td>
</tr>
<tr>
<td>CHCCOM003</td>
<td>Develop workplace communication strategies</td>
</tr>
<tr>
<td>CHCDEV002</td>
<td>Analyse impacts of sociological factors on clients in community work and services</td>
</tr>
<tr>
<td>CHCDIV003</td>
<td>Manage and promote diversity</td>
</tr>
<tr>
<td>CHCLEG003</td>
<td>Manage legal and ethical compliance</td>
</tr>
<tr>
<td>CHCMGT005</td>
<td>Facilitate workplace debriefing and support processes</td>
</tr>
<tr>
<td>CHCPRP003</td>
<td>Reflect on and improve own professional practice</td>
</tr>
<tr>
<td>HLTWHS004</td>
<td>Manage work health and safety</td>
</tr>
<tr>
<td>CHCCCS004</td>
<td>Assess co-existing needs</td>
</tr>
<tr>
<td>CHCCSM004</td>
<td>Coordinate complex case requirements</td>
</tr>
<tr>
<td>CHCCSM005</td>
<td>Develop, facilitate and review all aspects of case management</td>
</tr>
<tr>
<td>CHCCSM006</td>
<td>Provide case management supervision</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
</tr>
<tr>
<td>CHCCSL002</td>
<td>Apply specialist interpersonal and counselling interview skills</td>
</tr>
<tr>
<td>CHCDEV003</td>
<td>Analyse client information for service planning and delivery</td>
</tr>
<tr>
<td>CHCCDE007</td>
<td>Develop and provide community projects</td>
</tr>
</tbody>
</table>

### ASSESSMENT METHODS:
Questions, Case studies, Presentation, Project, Portfolio, work placement project and work placement observation

### GOVERNMENT FUNDING:
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
FNS40217
Certificate IV in Accounting and Bookkeeping

**COURSE DESCRIPTION:** This course is part of the Financial Services Training Package and satisfies the Australian Qualifications Framework (AQF) guidelines. This qualification reflects the job roles of contract bookkeepers and employees performing bookkeeping tasks for organisations in a range of industries. This may include:

- Establishing and maintaining manual and computerised accounting systems
- Completing Business Activity Statements (BAS) and other office financial statements
- Developing bookkeeping management systems for organisations
- General administration.

Under certain conditions, successful students may meet requirements for registration with the Tax Practitioners Board.

This qualification is suitable for candidates currently working in bookkeeping roles who are seeking a formal qualification to enhance and confirm their existing knowledge and skills.

**COURSE DURATION:** This course is delivered over a maximum of one year, including public holidays and term break. Fastrack learners may complete the course in a shorter duration.

**SCHEDULE:** Two (2) sessions per week

**DELIVERY MODE:** Face to face training or virtual classroom via Zoom during COVID lockdown

**CAMPUS LOCATION AND DELIVERY SITE:** 337-339 La Trobe Street & 338 Queen Street, Melbourne 3000

**ENTRY REQUIREMENTS:**
There are no set requirements for this course. It is recommended that domestic students would meet one of below requirements:

- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course, or
- Satisfactory complete year 11.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

**MATERIAL REQUIREMENT:**
Students are required to bring their own laptop with Microsoft Office 2007 or a later version installed for face to face classes. Students will be required to work on MYOB throughout the course. MYOB educational version will be provided by GBCA.
COURSE STRUCTURE

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFIA401</td>
<td>Prepare financial reports</td>
</tr>
<tr>
<td>BSBSMB412</td>
<td>Introduce cloud computing into business operations</td>
</tr>
<tr>
<td>FNSACC311</td>
<td>Process financial transactions and extract interim reports</td>
</tr>
<tr>
<td>FNSACC312</td>
<td>Administer subsidiary accounts and ledgers</td>
</tr>
<tr>
<td>FNSACC408</td>
<td>Work effectively in the accounting and bookkeeping industry</td>
</tr>
<tr>
<td>FNSACC416</td>
<td>Set up and operate a computerised accounting system</td>
</tr>
<tr>
<td>FNSTPB401</td>
<td>Complete business activity and installment activity statements</td>
</tr>
<tr>
<td>FNSTPB402</td>
<td>Establish and maintain payroll systems</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>FNSACC313</td>
<td>Perform financial calculations</td>
</tr>
<tr>
<td>BSBWOR501</td>
<td>Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBTEC302</td>
<td>Design and produce spreadsheets</td>
</tr>
</tbody>
</table>

ASSESSMENT METHODS:
A variety of assessment methods will be used throughout the course, including: written questions, practical activities, role plays, case studies, project, assignment, integrated practical activities or verbal questioning.

GOVERNMENT FUNDING:
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
Diploma of Information Technology

COURSE DESCRIPTION: The e-commerce impact on the business is revolutionary, as new variable of doing business online is changing the consumer’s trend of shopping. New business trends augment the sales and promotion experience by using the new channels: e-business to business, e-business to consumer and e-consumer to consumer. In this new business environment sellers and buyers interact directly through the web sites and applications, which is innovative, attractive, and opening up new frontiers, while removing the limitations of doing business across the Globe.

This qualification provides the skills and knowledge for an individual to design and build interactive web site and applications for small-to-medium enterprises (SMEs) using a wide range of front-end and back-end ICT technologies.

Students will acquire skills to design web-based applications using a user experience (UX) methodology that consider the users’ experience at the centre of design. The three main front-end coding languages are HTML, CSS and JavaScript. Students will use them to build dynamic web pages that are beautiful and functional in common online business scenarios. Students will also learn a range of back-end technologies, such as server-side REST API and database operations, to complete the implementation of a complex web application.

Potential job opportunities for graduates for this course include:
• Front end web developer
• Backend developer
• Full stack web developer
• API developer
• User interface (UI) and user experience (UX) developer

COURSE DURATION: This course is delivered during a maximum duration of 56 weeks, including term breaks and public holidays

SCHEDULE: three (3) sessions per week

DELIVERY MODE: Blended delivery between face to face and real time online

CAMPUS LOCATION AND DELIVERY SITE: 337-339 La Trobe street, Melbourne 3000

ENTRY REQUIREMENTS:
There is no pre-requisite to this qualification.

Domestic students who want to enrol into this course are recommended to possess the followings:
• Successful completion of Year 11 or
• Mature aged students who can demonstrated basic level understanding of IT knowledge, or some level of vocational experience in a range of work environment in information technology industry.

Students who are unable to provide evidence to demonstrate meeting the above requirements may be interviewed or asked to undertake the language, literacy and numeracy (LLN) skills to ascertain their existing skills.

Digital skill is essential to undertake this course.
The recommended LLN profile to enter this qualification is: ACSF level 3 for five skills: Oral, Reading, Writing, Learning and Numeracy.

**COURSE STRUCTURE**

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT512</td>
<td>Originate and develop concepts</td>
</tr>
<tr>
<td>BSBXCS402</td>
<td>Promote workplace cyber security awareness and best practices</td>
</tr>
<tr>
<td>BSBXTW401</td>
<td>Lead and facilitate a team</td>
</tr>
<tr>
<td>ICTICT517</td>
<td>Match ICT needs with the strategic direction of the organisation</td>
</tr>
<tr>
<td>ICTICT532</td>
<td>Apply IP, ethics and privacy policies in ICT environments</td>
</tr>
<tr>
<td>ICTSAS527</td>
<td>Manage client problems</td>
</tr>
<tr>
<td>ICTDBS507</td>
<td>Integrate databases with websites</td>
</tr>
<tr>
<td>ICTPRG553</td>
<td>Create and develop REST APIs</td>
</tr>
<tr>
<td>ICTPRG554</td>
<td>Manage data persistence using noSQL data stores</td>
</tr>
<tr>
<td>ICTWEB522</td>
<td>Develop website information architecture</td>
</tr>
<tr>
<td>ICTWEB525</td>
<td>Implement quality assurance process for websites</td>
</tr>
<tr>
<td>ICTICT530</td>
<td>Design user experience solutions</td>
</tr>
<tr>
<td>ICTWEB513</td>
<td>Build dynamic websites</td>
</tr>
<tr>
<td>ICTWEB514</td>
<td>Create dynamic web pages</td>
</tr>
<tr>
<td>ICTWEB518</td>
<td>Build a document using extensible markup language</td>
</tr>
<tr>
<td>ICTWEB519</td>
<td>Develop complex web page layouts</td>
</tr>
<tr>
<td>ICTWEB520</td>
<td>Develop complex cascading style sheets</td>
</tr>
<tr>
<td>BSBTEC501</td>
<td>Develop and implement an e-commerce strategy</td>
</tr>
<tr>
<td>ICTSAD508</td>
<td>Develop technical requirements for business solutions</td>
</tr>
<tr>
<td>ICTWEB451</td>
<td>Apply structured query language in relational databases</td>
</tr>
<tr>
<td>ICTWEB452</td>
<td>Create a markup language document</td>
</tr>
</tbody>
</table>

**ASSESSMENT METHODS:**
A variety of assessment methods will be used throughout the course, including: Project, Observation of students performing practical tasks, Portfolio of Work, Written report, Analysis of case study/Response to simulated work scenario or Written questioning.

**GOVERNMENT FUNDING:**
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
COURSE DESCRIPTION: This qualification provides the skills and knowledge for an individual to be competent in business analysis in an information and communications technology (ICT) environment, either as an independent ICT specialist or as leader of a team. The ICT Business analyst identifies and communicates with users to formulate product requirements and specification, to create system or software solutions. This includes:

- work with users to formulate and document business requirements.
- identify, investigate, and analyse business processes, procedures, and work practices.
- identify and evaluate inefficiencies and recommending optimal business practices, and system functionality and behaviour.
- use project management methodologies, principles, and techniques to develop project plans and to cost, resource and manage projects.
- take responsibility for deploying functional solutions, such as creating, adopting, and implementing system test plans, which ensure acceptable quality and integrity of the system.
- develop functional specifications for use by system developers.
- use data and process modelling techniques to create clear system specifications for the design and development of system software.
- act as a central reference and information source, providing guidance and assistance in the system project decision making process.

Potential job opportunities for graduates from this course include:

- ICT Project manager
- ICT Business Analyst
- Project team leader

COURSE DURATION: This course is delivered during a maximum duration of 52 weeks, including term breaks and public holidays

SCHEDULE: Two (2) sessions per week

DELIVERY MODE: Blended delivery between face to face and real time online

CAMPUS LOCATION AND DELIVERY SITE: 337-339 La Trobe street, Melbourne 3000

ENTRY REQUIREMENTS:

- Successful completion of Year 12
- Demonstrated basic level understanding of IT knowledge, or some level of vocational experience in a range of work environment in information technology industry would be highly recommended.
- Matured aged learners who can demonstrate basic level understanding of IT knowledge, or some level of vocational experience in a range of work environment in information technology industry would be accepted into this course.
- Students may be interviewed or asked to undertake the language, literacy and numeracy (LLN) skills to ascertain their existing skills.
### COURSE STRUCTURE

<table>
<thead>
<tr>
<th>UNIT CODE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT611</td>
<td>Apply critical thinking for complex problem solving</td>
</tr>
<tr>
<td>BSBXCS402</td>
<td>Promote workplace cyber security awareness and best practices</td>
</tr>
<tr>
<td>BSBWOR502</td>
<td>Lead and manage team effectiveness</td>
</tr>
<tr>
<td>ICTICT608</td>
<td>Interact with clients on a business level</td>
</tr>
<tr>
<td>ICTSAD609</td>
<td>Plan and monitor business analysis activities in an ICT environment</td>
</tr>
<tr>
<td>ICTICT618</td>
<td>Manage IP, ethics and privacy in ICT environments</td>
</tr>
<tr>
<td>ICTICT611</td>
<td>Develop ICT strategic business plans</td>
</tr>
<tr>
<td>ICTSAD604</td>
<td>Manage and communicate ICT solutions</td>
</tr>
<tr>
<td>ICTSAD608</td>
<td>Perform ICT-focused enterprise analysis</td>
</tr>
<tr>
<td>ICTSAD610</td>
<td>Analyse stakeholder requirements</td>
</tr>
<tr>
<td>ICTPMG612</td>
<td>Manage ICT project initiation</td>
</tr>
<tr>
<td>ICTPMG613</td>
<td>Manage ICT project planning</td>
</tr>
<tr>
<td>ICTPMG615</td>
<td>Manage ICT project closure</td>
</tr>
<tr>
<td>ICTPMG614</td>
<td>Manage ICT project delivery</td>
</tr>
<tr>
<td>ICTSAD611</td>
<td>Manage assessment and validation of ICT solutions</td>
</tr>
<tr>
<td>BSBLDR601</td>
<td>Lead and manage organisational change</td>
</tr>
</tbody>
</table>

### ASSESSMENT METHODS:
A variety of assessment methods will be used throughout the course, including: Project, Observation of students performing practical tasks, Portfolio of Work, Written report, Analysis of case study/Response to simulated work scenario or Written questioning.

### GOVERNMENT FUNDING:
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
**PSP50916**

**Diploma of Interpreting (Mandarin-English)**

**COURSE DESCRIPTION:** This course is designed for students who are planning to work as a paraprofessional interpreter (Mandarin - English) typically in the community and business domains.

During the program, our experienced and NAATI qualified trainers will step by step guide you through various interpreting exercises and help you to develop:
- Notes taking skills for interpreting purposes
- Short term memory retention skills
- Make sense of the briefing and quickly set up your mindset in the dialogue context
- Pick up idioms/collocations and relay in the other language correctly in a blink of eye.
- Build a comprehensive knowledge of Australian community services, and collocations/glossary in both English and Mandarin.
- And many more skills...

Our mock exam simulates the final exam conditions, level of difficulty and marking procedures. Our trainers provide personal feedback to help you identify your own strength as well as areas for further development.

**INDUSTRY ENDORSEMENT:** This program is endorsed by the National Accreditation Authority for Translators and Interpreters (NAATI). Students who successfully graduate from this qualification will be eligible to sit certification test for the: NAATI Certified Provisional Interpreter.

**DURATION:** This course is delivered in 52 weeks, include term breaks and public holidays.

**SCHEDULE:** 2 sessions per week.

**DELIVERY MODE:** Face-to-face /virtual classroom delivery via Zoom (during lock down)

**CAMPUS LOCATION AND DELIVERY SITE:** 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000

**ENTRY REQUIREMENTS:**
There are no set requirements for this course. It is recommended that domestic students would meet one of below requirements:
- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course, or
- Satisfactory complete year 12.
- Proficient in Mandarin (speaking and listening skills)

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.
<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSPTIS001</td>
<td>Apply codes and standards to ethical practice</td>
</tr>
<tr>
<td>PSPTIS002</td>
<td>Build glossaries for interpreting assignments</td>
</tr>
<tr>
<td>PSPTIS003</td>
<td>Prepare to translate and interpret</td>
</tr>
<tr>
<td>PSPTIS040</td>
<td>Interpret in general dialogue settings (LOTE - English)</td>
</tr>
<tr>
<td>PSPTIS041</td>
<td>Interpret in general monologue settings (LOTE - English)</td>
</tr>
<tr>
<td>PSPTIS042</td>
<td>Manage discourses in general settings</td>
</tr>
<tr>
<td>PSPTIS043</td>
<td>Use routine subject matter terminology in interpreting (LOTE-English)</td>
</tr>
<tr>
<td>PSPTIS045</td>
<td>Demonstrate routine English proficiency in different subjects and cultural contexts</td>
</tr>
<tr>
<td>PSPTIS046</td>
<td>Use routine education terminology in interpreting (LOTE - English)</td>
</tr>
<tr>
<td>PSPTIS047</td>
<td>Use routine health terminology in interpreting (LOTE - English)</td>
</tr>
<tr>
<td>PSPTIS048</td>
<td>Use routine legal terminology in interpreting (LOTE - English)</td>
</tr>
<tr>
<td>SITXLAN003</td>
<td>Conduct oral communication in a language other than English</td>
</tr>
</tbody>
</table>

**ASSESSMENT METHODS:**
A variety of assessment methods will be used throughout the course, including: Observation of students performing role playing, Written report, Observation of Presentation, Analysis of case study/Response to simulated work scenario, Written questioning.

**GOVERNMENT FUNDING:**
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
Advanced Diploma of Translating (English to Mandarin)

COURSE DESCRIPTION: This course is designed for students who are planning to work as a translator (English à Mandarin) typically in the community and business domains in personal documents, government, legal, health, technology, business, community, education, tourism, finance, consumer affairs, insurance, culture, science and commerce and economics. Candidates studying this program have Mandarin as their strongest language.

The Advanced Diploma of Translating prepares translators to translate texts where there may be significant equivalence problems between source and target text, the subject of the text has its own specific terminology, or there is need to undertake extensive research and translate complex language and concepts. Specific audiences may be found in commerce and marketing, government and international relations – including immigration, both regular and humanitarian – the media, and sectors generally considered to be professional, such as law, health and medicine, technology and science. Assignments may deal with material which requires significant quality assurance processes as the consequences of mistranslation can be far reaching.

INDUSTRY ENDORSEMENT: This program is endorsed by the National Accreditation Authority for Translators and Interpreters (NAATI). Students who successfully graduate from this qualification will be eligible to sit certification test for the: NAATI Certified Translator.

DURATION: Delivery will occur over 52 weeks (including 12 weeks catch up class, reassessment and course breaks).

SCHEDULE: 12 contact hours per week

DELIVERY MODE: Face -to-face and virtual classroom delivery via Zoom (during lock down)

CAMPUS LOCATION AND DELIVERY SITE: 337-339 La Trobe Street, Melbourne 3000

ENTRY REQUIREMENTS:
Applicants must satisfy all requirements as below:
• Students must demonstrate that they have sufficient language, literacy and numeracy skills to undertake the course, plus
• Successful completion of a Mandarin reading and writing test. Applicant may be interviewed if further information is required.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

MATERIAL REQUIREMENT:
• Students are required to bring their own laptop with Microsoft Office 2007 or a later version installed for face to face classes.
## Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSPTIS100</td>
<td>Apply codes and standards to professional judgement</td>
</tr>
<tr>
<td>PSPTIS002</td>
<td>Build glossaries for translating and interpreting assignments</td>
</tr>
<tr>
<td>PSPTIS101</td>
<td>Negotiate translating and interpreting assignments</td>
</tr>
<tr>
<td>PSPTIS066</td>
<td>Apply theories to translating and interpreting work practices</td>
</tr>
<tr>
<td>PSPTIS070</td>
<td>Prepare translated transcripts</td>
</tr>
<tr>
<td>PSPTIS071</td>
<td>Translate multimedia source material</td>
</tr>
<tr>
<td>PSPTIS021</td>
<td>Translate and certify non-narrative texts</td>
</tr>
<tr>
<td>CUAWRT401</td>
<td>Edit texts</td>
</tr>
<tr>
<td>PSPTIS060</td>
<td>Analyse text types for translation of special purpose texts (LOTE - English)</td>
</tr>
<tr>
<td>PSPTIS067</td>
<td>Demonstrate complex written LOTE proficiency in different subjects and cultural context</td>
</tr>
<tr>
<td>PSPTIS064</td>
<td>Read and analyse special purpose English texts to be translated</td>
</tr>
<tr>
<td>PSPTIS062</td>
<td>Translate special purpose texts from English to LOTE</td>
</tr>
<tr>
<td>PSPTIS061</td>
<td>Quality assure translations</td>
</tr>
</tbody>
</table>

## Assessment Methods:
A variety of assessment methods will be used throughout the course, including: Product based methods, Portfolio, questioning...

## Government Funding:
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
COURSE DESCRIPTION: Course graduates develop foundational knowledge and skills in English language which enable them to interact with some autonomy and to take some initiative in a limited and predictable range of community, work and educational contexts. Students can also develop numeracy skills and knowledge to perform simple mathematical operations in highly familiar contexts. They can also begin to develop autonomous learning strategies to start learning English outside the classroom. The knowledge and skills developed through the course provide a firm foundation for further development of their English language skills.

This course is intended to provide participants with the following general education outcomes:

- learning skills to enter formal learning environments
- English language proficiency at the equivalence of International Second Language Proficiency Ratings (ISLPR®) 1+, International English Language Testing System (IELTS) 4 or Common European Framework (CEFR) A2+
- English language proficiency to meet some performance features of Australian Core Skills Framework (ACSF) 1 indicators.

TRAINING DURATION: 2 sessions per week over 25 weeks.

HOLIDAYS: Students may take up to 5 weeks holidays during the course.

DELIVERY MODE: Face-to-face and virtual classroom delivery via Zoom (during lock down)

CAMPUS LOCATION AND DELIVERY SITE:

- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

ENTRY REQUIREMENTS:

Students who wish to undertake English courses will undertake the LLN test for class placement. GBCA will place a student into the level according to the outcome of the placement test. The recommended entry point against the ACSF is Pre-Level 1.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

COURSE STRUCTURE:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEELCO01</td>
<td>Listen to and engage in short simple social conversations</td>
</tr>
<tr>
<td>SWEELT001</td>
<td>Listen to and engage in short simple spoken transactions</td>
</tr>
<tr>
<td>SWERWT001</td>
<td>Read and write simple social texts</td>
</tr>
<tr>
<td>SWERWT002</td>
<td>Read and write simple transactional texts</td>
</tr>
<tr>
<td>SWELRT001</td>
<td>Read and listen to simple information texts</td>
</tr>
</tbody>
</table>

ASSESSMENT METHODS:
A variety of assessment methods will be used throughout the course, including: Observation, Written question and written assignment.

GOVERNMENT FUNDING:
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
Certificate II in Spoken and Written English

COURSE DESCRIPTION: Course graduates will develop basic English language skills in the areas of speaking, listening, reading and writing to participate in everyday life and community, work preparation and further learning. They will develop basic learning and digital literacy skills.

Graduates will be able to apply their skills and knowledge to demonstrate autonomy and limited judgement in familiar, structured and defined everyday contexts. They will be able to deal with a limited range of predictable everyday problems where they need to use English and will be able to use English to satisfy their own everyday transactional, commercial, recreational and social needs.

This course is intended to provide participants with the following general education outcomes:

- English language proficiency at the equivalent of International Second Language Proficiency Ratings (ISLPR®) 2+, International English Language Testing System (IELTS) 5.0, or Common European Framework (CEFR) B1+
- English language proficiency to meet some performance features of Australian Core Skills Framework (ACSF) 2 indicators.

TRAINING DURATION: 2 sessions per week over 25 weeks.

HOLIDAYS: Students may take up to 5 weeks of holidays during the course.

DELIVERY MODE: Face-to-face and virtual classroom delivery via Zoom (during lock down)

CAMPUS LOCATION AND DELIVERY SITE:
- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

ENTRY REQUIREMENTS:
There are no set requirements for this course. Students who wish to undertake English courses will sit the Language, Literacy and Numeracy test. GBCA will place a student into the level according to the outcome of the placement test.

Learners entering this course are identified as beginner learners of English language.

The recommended entry point against the ACSF is Level 1.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

ASSESSMENT METHODS:
A variety of assessment methods will be used throughout the course, including: Observation, Written question and written assignment.

GOVERNMENT FUNDING:
This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.
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Certificate III in Spoken and Written English

COURSE DESCRIPTION: Course graduates will have developed routine English language skills in the areas of speaking, listening, reading and writing to participate in everyday life, community, employment, and further learning.

Graduates will be able to apply their English language skills and knowledge to demonstrate autonomy and judgement in a range of familiar and some unfamiliar contexts. They will be able to deal with a range of predictable routine and some non-routine situations where they need to use English. They will be able to use English to satisfy their own routine transactional, commercial, social and recreational needs, and will be able to use English functionally at work or in further training, in known and stable contexts.

This course is intended to provide participants with the following general education outcomes:

- English language proficiency at the equivalent of International Second Language Proficiency Ratings (ISLPR®) 3, +, International English Language Testing System (IELTS) 5.5, or Common European Framework (CEFR) B2
- English language proficiency to meet some performance features of Australian Core Skills Framework (ACSF) 3 indicators.

TRAINING DURATION: 2 sessions per week over 25 weeks.

HOLIDAYS: Students may take up to 5 weeks of holidays during the course.

DELIVERY MODE: Face-to-face and virtual classroom delivery via Zoom (during lock down)

CAMPUS LOCATION AND DELIVERY SITE:

- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

ENTRY REQUIREMENTS:

There are no set requirements for this course. Students who wish to undertake English courses will sit the Language, Literacy and Numeracy test and the digital skill test. GBCA will place a student into the level according to the outcome of the placement test.

The recommended entry point against the ACSF is Level 2.

COURSE STRUCTURE:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWELPE001</td>
<td>Comprehend and participate in routine formal spoken exchanges</td>
</tr>
<tr>
<td>SWELPE002</td>
<td>Comprehend and participate in routine informal spoken exchanges</td>
</tr>
<tr>
<td>SWERWT009</td>
<td>Read and write routine transactional texts</td>
</tr>
<tr>
<td>SWERLN001</td>
<td>Read and listen to the news</td>
</tr>
<tr>
<td>SWERWT010</td>
<td>Read and write routine procedural texts</td>
</tr>
</tbody>
</table>

ASSESSMENT METHODS: A variety of assessment methods will be used throughout the course, including: Observation, Written question and written assignment.

GOVERNMENT FUNDING: This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.